



Hillcross Primary School

DRAFT

Accessibility Policy and Plan

At Hillcross Primary School, we are dedicated to working together to provide an inspirational and exciting learning environment, where all children can develop an enthusiasm for life-long learning.

We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Aims

Through this policy we aim to:

- Offer a broad, balanced and innovative curriculum which supports all pupils at an appropriate level;
- Instil positive values of mutual respect, tolerance and self-esteem, fostering an informed and critical awareness of people with disabilities in society;
- Apply a supportive pastoral framework, which both establishes a strong corporate identity and allows for our pupils to progress at Hillcross primary School.

Hillcross primary School is committed to equal opportunities and inclusion. We plan, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.

This policy and plan should be considered alongside the following school policy documents:

- Equality Statement and Objectives
- Special Educational Needs

This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. According to the Act a “disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities”. The effect must be substantial, long term and adverse. The DDA definition of disability covers physical disabilities, sensory impairments and learning disabilities.

The policy and plan have been developed from information supplied by Merton Local Authority, and consultations with pupils, parents, staff and governors of Hillcross Primary School. Other external agencies and specialists have also been consulted. The intention is to provide a projected plan for a three year period ahead of the next review date. The current Plan is appended to this document.

The Accessibility Plan is structured to complement and support the school’s Equality Objectives, and will similarly be published on the school website. It shows how access is to be improved for pupils, staff or visitors who have disabilities in the school, within a given timeframe, and anticipating the need to make reasonable adjustments to accommodate needs, where practicable.



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The Accessibility Plan contains relevant and timely actions to:

- Increase access to the **curriculum** for pupils with a disability, expanding the curriculum, as necessary, to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils (if a school fails to do this they are in breach of their duties under the Equalities Act 2010). This covers teaching and learning and the wider curriculum of the school, such as participation in after-school clubs and educational visits. It also covers the provision of specialist or auxiliary **aids and equipment**, which may specific pupils in accessing the curriculum, within a reasonable timeframe;
- Improve and maintain access to the **physical environment** of the school, adding specialist facilities, as necessary – this covers improvements to the physical environment of the school and physical aids to access education;
- Improve, and make reasonable adjustments to the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include curriculum information, newsletters, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable timeframe.

The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly. It may not be feasible to undertake some of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each three-year plan period in order to inform the development of the new Plan for the following period.

Access Audit

The school is a two storey building with wide corridors and several access points from outside. All areas have wide door access to all rooms. The halls are on both levels, and are accessible to all. There is a lift which can accommodate a large wheelchair, which is maintained on a regular basis. School staff team are trained in the operation of the lift, when relevant. Training is reviewed annually. On-site car parking for staff and visitor includes a dedicated disabled parking bay. Most entrances to the school are either flat or ramped and all have wide doors fitted. The main entrance features a secure lobby and has been fitted with a low reception hatch, this being fully accessible to wheelchair users.

There are disabled toilet facilities available, which are fitted with a handrail and a pull emergency cord. The school has internal emergency signage and escape routes are clearly marked, this includes refuge areas for wheelchair users.

Management, Coordination and Implementation

We will consult with specialists, when new situations regarding pupils with disabilities are experienced. The Governors and Senior Leadership Team will work closely with Merton Local Authority, on aspects relating to the support of pupils with disabilities at the school .

The document will be used to advise other school planning documents and policies, and will be reported upon annually in respect of progress and outcomes. As policies are reviewed, a section relating to access will be added to that on Equality and Diversity. The terms of reference for all governors' committees will contain an item on "having regard to matters relating to Access".

The School's complaints procedure covers the Accessibility Plan.

The Accessibility Plan is published on the school website and information about our Accessibility Plan will be published in the Governors' Annual Report to Parents (statutory).



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It is the responsibility of the whole school community to implement this plan in a manner which promotes the inclusive ethos of our school. The school will work in partnership with Merton Local Authority in developing and implementing this Accessibility Plan.

The Plan will be monitored through the Business and Standards Teaching and Learning Governor Committees. It will be reviewed every three years following consultation with the larger school community including the school council and the local authority. The Plan will also be monitored by Ofsted as part of their inspection cycle.

Safeguarding Commitment

The school is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. We take seriously our duty of care to our pupils and staff which includes safeguarding them from the risk of being drawn into terrorism - this includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit. We work closely with social care, the police, health services and other services to promote the welfare of children and protect them from harm. Radicalisation is recognised as a specific safeguarding issue and is addressed in line with the Government Prevent Strategy and The Counter-Terrorism and Security Act 2015.

Monitoring and Evaluation

Reviewed November 2016

Approved: November 2016

Date of next review: November 2019



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Action Plan Aims and Objectives 2016 - 2019

Aim: To increase the extent to which pupils with disabilities can participate in the school curriculum.	Targets	Strategies	Timescale & Responsibilities	Cost	Success Criteria	
<p>Our key objective is to reduce and eliminate barriers to the curriculum, and to ensure full participation in the school's community for current and prospective pupils who have a disability.</p> <p style="text-align: center;">Current Good Practice</p> <ul style="list-style-type: none"> • Close liaison and collaboration with families. • Close liaison and collaboration with external agencies. • Highly experienced and well trained support staff including teaching assistants; learning support assistants, Emotional Literacy Support Assistants, Learning Mentors, two Ekklan trained staff and S&L specialist teaching assistant. • The use of P levels to assist in developing learning opportunities for children and also in assessing progress in different subjects. • There are visualisers in every classroom which enable text to be enlarged. • Chrome books made available to children for extended writing pieces who have specific recording difficulty. • Sloping boards for children who have physical disability. • Coloured overlays for pupils with dyslexia/visual difficulties. 	<p>People with disabilities throughout the school community are encouraged and able to take part in all aspects of school life.</p>	<p>Training for staff to raise awareness of disability issues. Creating positive images of disability within the school. Ensuring people with disabilities feature throughout the school curriculum. Awareness raising of different disabilities through PSHE, P4C, assemblies and charitable links.</p>	<p>On-going SLT</p>	<p>N/A</p>	<p>Improved awareness of disability and challenges faced by people in our own and the wider community; Staff and children are aware of the relevant issues and act proactively to ensure that this group has equality of access to all aspects of school life. Community links are developed.</p>	
	<p>Differentiation is used effectively in all lessons so that all children can access learning at a level appropriate to their abilities and stage of development.</p>	<p>Training for teachers and teaching support staff on differentiation Teachers to take account of variety of learning styles when teaching.</p>	<p>Autumn 2016 & Spring 2017 SENCO Inclusion Manager Teaching and learning Leader</p>	<p>N/A</p>	<p>Differentiation strategies clearly evident in planning, children's books and lesson observations. Pupil voice/questionnaires indicate children are able to access all learning. Outcomes for children with disabilities improve and are at least good.</p>	
	<p>Increase the use of multi-media activities and use if ICT to support access to learning across the curriculum.</p>	<p>Specific equipment sourced. Specific programmes, apps and websites sourced.</p>	<p>On-going DHT</p>	<p>Unknown</p>	<p>Delivery of the curriculum varies according the specific needs of children All children engaged in learning Outcomes for children with disabilities improve and are at least good.</p>	
	<p>Ensure information regarding advice and support relating to disability and SEND is made available to staff, parents and children.</p>	<p>Display board in staffroom. Display board page on school website – regularly updated with parents alerted.</p>	<p>On-going</p>	<p>N/A</p>	<p>All stakeholders supported and confident in being able to access information</p>	
	On-going monitoring					
	<p>To comply with the Equality Act 2010.</p>	<p>To review all statutory policies so that they reflect inclusive practice and procedures.</p>	<p>Annually. SLT, Teaching and Learning Leader All Subject Leaders</p>	<p>N/A</p>	<p>All policies clearly reflect inclusive practice and procedures.</p>	
	<p>To review attainment and progress of all pupils with disabilities and/or SEND.</p>	<p>Progress review meetings Termly liaison with parents On-going amendments to support plans On-going amendments to provision map</p>	<p>On-going/Termly Class teachers SENCO Senior Leadership Team</p>	<p>N/A</p>	<p>Children make progress towards or achieve support plan targets; Provision mapping structure shows clear steps and progress made by pupils.</p>	



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	To evaluate and review the extent to which pupils with disabilities can participate in the school curriculum and report the findings to school governors.	Termly governor visits Annual report to STL committee	Termly SENCO SEN Governor SLT	N/A	Governors fully informed about SEND provision and progress. Access plan updated annually. Pupils with disabilities fully participate in the school curriculum.
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Aim: To improve the physical environment of Hillcross school to increase the extent to which pupils who have disabilities can take advantage of education and associated services.	Targets	Strategies	Timescale & Responsibilities	Cost	Success Criteria
<p style="text-align: center;">Current Good Practice</p> <ul style="list-style-type: none"> Wheelchair access is via most entrances to the school – where wheelchair access is not available alternative, nearby access can be made. The school take account the needs of pupils, staff and visitors with physical difficulties and sensory needs, when they join/visit the school including additional accessible facilities and fittings as required. Access plans for individual disabled children are created as part of the support plan process. Evacuation plans take account of the needs of pupils, staff and visitors with medical conditions, physical difficulties and sensory needs. Medical risk assessments are created in conjunction with parents and external agencies to ensure appropriate adjustments are made for children with on-going medical conditions. A proactive approach is adopted such as utilising disabled parking spaces for disabled parents to drop off or collect pupils; arranging interpreters to communicate with parents who are deaf; and offering a verbal opportunity to explain letters for parents who have learning difficulties. Communication with parents via safety messages /letters/walk to school week. 	Ensure all door handles are at a height that can be opened independently by all children including those with Achondroplasia.	Check height of all door handles and adapt as necessary to ensure access for all children.	Spring SENCO and Site Manager	N/A	Each room is accessible for all children
	Improve external signage	Signage in the playground to help people find their way around the premises and ensure they take the quickest route to different areas of the school.	Financial year 2017/18 SENCO and Site Manager	(awaiting email quote)	Signposts in place at each entrance to direct people to key school areas via the quickest route.
	Admissions process ensures that all relevant information about the disabilities of children <i>and their parents</i> are collected.	Include questions in the admissions process about parents/carers' access needs and ensure they are met in all events.	Spring SENCO	N/A	The school ensure it meets the needs of all children irrespective of disability Prior to starting at school suitable arrangements are made and staff briefed
	Improve internal signage	Signage in the school to help people find their way around the school. Braille signage at classroom entrances and key areas of the school.	Autumn 2017 SLT and Site Manager	£35 each plus delivery (see Signfx email)	Signage is in place on all classrooms and key areas of the school. Signposts in place at key junctions within the school building to direct people to key school areas via the quickest route. Signage is appropriate for the visually impaired.
	Ensure all areas of the playground surface both on the field and tarmac are even.	Re-tarmac playground surface at the back of the school. Prop up edges of tarmac at the front of the school where earth on the field has worn away creating cracks. Re-fill and turf uneven areas of the field.	DHT and Site Manager Financial year 2017/18	£35 each plus delivery (see Signfx email)	The playground surface is accessible to, and safe for, people with physical disability.
On-going monitoring					

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<ul style="list-style-type: none"> Longer term planning for future improvements and refurbishments of the site and premises take into account the needs of pupils, staff and visitors with physical difficulties and sensory needs. 	To comply with the Equality Act 2010.	Carry out Access Audit to assess the current access to the physical environment of the school.	Annually AHT, SENCO and Site Manager	N/A	The physical environment enables full access to the physical environment of the school by all members of the school community.
	To review access to the physical environment for all members of the school community with disabilities and/or SEND.	An annual confidential survey of parents, staff and governors is carried out to ascertain access needs and make sure they are met. Children are involved in an annual access audit to identify areas they feel could be improved.	Annually AHT, SENCO and Site Manager	N/A	The physical environment enables full access to the physical environment of the school by all members of the school community.
	To evaluate and review the extent to which people with disabilities/SEND can access the physical environment of the school and report the findings to school governors.	Termly governor visits Annual report to Business Committee	Termly SENCO SEN and H&S Governor School Business Manager	N/A	Governors fully informed about access next steps to further improve physical access to the school environment Access plan updated annually. The physical environment enables full access to the physical environment of the school by all members of the school community.
<p>Recent Improvements: Outdoor lighting along the pedestrian path at the Ashridge entrance and additional lighting near to the car park has been installed. A lift was installed during the school expansion in 2014. A disabled parking bay has been marked out in the school car park. Two additional disabled toilet cubicles were installed during the school expansion in 2014.</p>					

Aim: To improve the delivery of information to pupils and parents who have disabilities.	Targets	Strategies	Timescale & Responsibilities	Cost	Success Criteria
<p>Current Good Practice</p> <ul style="list-style-type: none"> Use of Communicate in Print to support learners with reading difficulties. Awareness of font size and page layouts supports pupils with visual impairments. Audit of the school library ensures the availability of large font and easy read texts. Records passed up to each class teacher via end of year class teacher meetings. 	To make available written material in alternative formats when specifically required.	Ensure we are aware of the services available for converting written information into alternative formats.	On-going	Variable	The school will be able to provide written information in different formats when requested for individual purposes. Delivery of information to disabled people is improved.
	To raise staff awareness of the importance of good communication systems.	Regular reminders of systems in place. Close monitoring that systems are being used correctly and have positive impact.	On-going	N/A	Communications systems adapted in response to monitoring & feedback Communication in school improves as evidenced in parent and staff questionnaires.



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<ul style="list-style-type: none"> • Annual reviews • Support Plan meetings, as part of phase meetings. • Medical forms updated annually for all children. • For pupils with significant health needs—photos displayed, for example, on staffroom notice board / information kept in separate file in staffroom. 	To make available an interpreter at parents' evening/annual reviews/other meetings.	Ensure we are aware of the services available for	On-going	Approx £40 per hour plus travel cost	The school will be able to provide an interpreter to support people with disabilities at meetings when requested for individual purposes. Delivery of information to disabled people is improved.
	On-going monitoring				
	To comply with the Equality Act 2010.	To review children's records ensuring school's awareness of any disabilities.	Annually. SENCO, SBM, SLT	N/A	All records of children's disabilities are up to date. All school staff are aware of children with disability and any key information related to this.
	To review attainment and progress of all pupils with disabilities and/or SEND.	Progress review meetings Termly liaison with parents On-going amendments to support plans On-going amendments to provision map	On-going/Termly Class teachers SENCO Senior Leadership Team	N/A	Children make progress towards or achieve support plan targets; Provision mapping structure shows clear steps and progress made by pupils.
	To evaluate and review the extent to which pupils with disabilities can participate in the school curriculum and report the findings to school governors.	Termly governor visits Annual report to STL committee	Termly SENCO SEN Governor SLT	N/A	Governors fully informed about SEND provision and progress. Access plan updated annually. Pupils with disabilities fully participate in the school curriculum.